

Stepping Stones to Early Childhood Development

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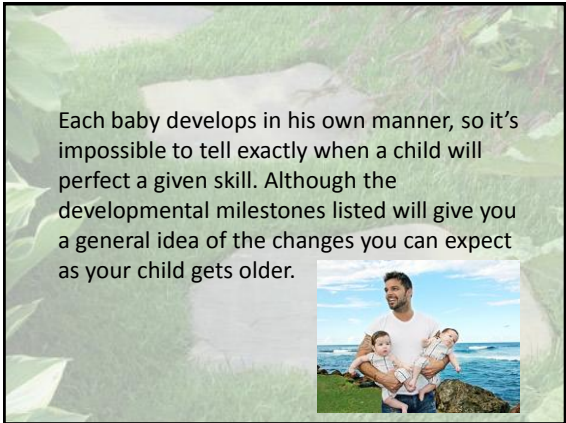


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Areas of Development

- **Gross motor:** using large groups of muscles to sit, stand, walk, run, etc., keeping balance, and changing positions.
- **Fine motor:** using hands to be able to eat, draw, dress, play, write, and do many other things.
- **Language:** speaking, using body language and gestures, communicating, and understanding what others say.
- **Cognitive:** Thinking skills: including learning, understanding, problem-solving, reasoning, and remembering.
- **Social:** Interacting with others, having relationships with family, friends, and teachers, cooperating, and responding to the feelings of others








Gross Motor

- Movement Milestones
 - Gets to sitting position without assistance
 - Crawls forward on belly by pulling with arms and pushing with legs
 - Assumes hands-and-knees position
 - Creeps on hands and knees supporting trunk on hands and knees
 - Gets from sitting to crawling or prone (lying on stomach) position
 - Pulls self up to stand
 - Walks holding on to furniture
 - Stands momentarily without support
 - May walk two or three steps without support




Fine Motor

- Uses pincer grasp
- Bangs two cubes together
- Puts objects into container
- Takes objects out of container
- Lets objects go voluntarily
- Pokes with index finger
- Tries to imitate scribbling




Language


- Pays increasing attention to speech
- Responds to simple verbal requests
- Responds to “no”
- Uses simple gestures, such as shaking head for “no”
- Babbles with inflection
- Says “dada” and “mama”
- Uses exclamations, such as “oh-oh!”
- Tries to imitate words




Cognitive

- Explores objects in many different ways (shaking, banging, throwing, dropping)
- Finds hidden objects easily
- Looks at correct picture when the image is named
- Imitates gestures
- Begins to use objects correctly (drinking from cup, brushing hair, dialing phone, listening to receiver)





Social Emotional



- Shy or anxious with strangers
- Cries when mother or father leaves
- Enjoys imitating people in play
- Shows specific preferences for certain people and toys
- Tests parental responses to his actions during feedings (What do you do when he refuses a food?)
- Tests parental responses to his behavior (What do you do if he cries after you leave the room?)
- May be fearful in some situations
- Prefers mother and/or regular caregiver over all others
- Repeats sounds or gestures for attention
- Finger-feeds himself
- Extends arm or leg to help when being dressed



UNREGISTERED



Red Flags

- Does not crawl
- Drags one side of body while crawling (for over one month)
- Cannot stand when supported
- Does not search for objects that are hidden while he watches
- Says no single words (“mama” or “dada”)
- Does not learn to use gestures, such as waving or shaking head
- Does not point to objects or pictures

15-18 month olds



Gross Motor

- **Movement Milestones**
 - Like to pull, push, and dump things
 - Pull off hat, socks, and mittens
 - Turn pages in a book
 - Stack 2 blocks
 - Carry a stuffed animal or doll
 - Scribble with crayons
 - Walk without help
 - Run stiffly, with eyes on the ground



Sensory and Thinking Skills

- Identify an object in a picture book
- Laugh at silly actions (as in wearing a bowl as a hat)
- Look for objects that are out of sight
- Put a round lid on a round pot
- Follow simple 1-step directions
- Solve problems by trial and error

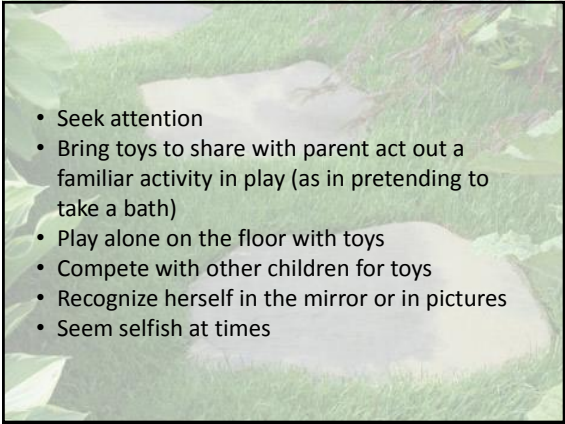


Language and Social Skills

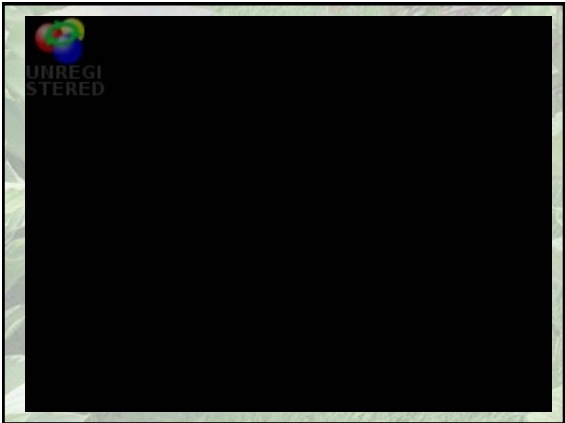
- Say 8-10 words you can understand
- Look at a person who is talking to him
- Ask specifically for her mother or father
- Use "hi," "bye," and "please," with reminders
- Protest when frustrated
- Ask for something by pointing or by using one word
- Direct another's attention to an object or action
- Become anxious when separated from parent(s)








- Seek attention
- Bring toys to share with parent act out a familiar activity in play (as in pretending to take a bath)
- Play alone on the floor with toys
- Compete with other children for toys
- Recognize herself in the mirror or in pictures
- Seem selfish at times







2 year olds




Gross Motor

- Walks alone
- Pulls toys behind her while walking
- Carries large toy or several toys while walking
- Begins to run
- Stands on tiptoe
- Kicks a ball
- Climbs onto and down from furniture unassisted
- Walks up and down stairs holding on to support





Fine Motor

- Scribbles spontaneously
- Turns over container to pour out contents
- Builds tower of four blocks or more
- Might use one hand more frequently than the other




Language

- Points to object or picture when it's named for him
- Recognizes names of familiar people, objects, and body parts
- Says several single words (by fifteen to eighteen months)
- Uses simple phrases (by eighteen to twenty-four months)
- Uses two- to four-word sentences
- Follows simple instructions
- Repeats words overheard in conversation



Cognitive

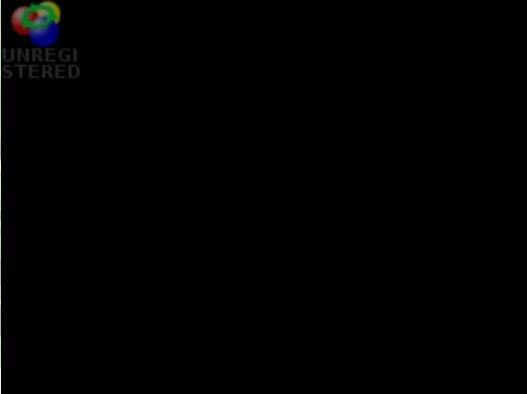
- Finds objects even when hidden under two or three covers
- Begins to sort by shapes and colors
- Begins make-believe play



Social Emotional

- Imitates behavior of others, especially adults and older children
- Increasingly aware of herself as separate from others
- Increasingly enthusiastic about company of other children
- Demonstrates increasing independence
- Begins to show defiant behavior
- Increasing episodes of separation anxiety toward midyear, then they fade





Red Flags

- Cannot walk by eighteen months
- Fails to develop a mature heel-toe walking pattern after several months of walking, or walks exclusively on his toes
- Does not speak at least fifteen words by eighteen months
- Does not use two-word sentences by age two
- Does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon) by fifteen months
- Does not imitate actions or words by the end of this period
- Does not follow simple instructions by age two
- Cannot push a wheeled toy by age two

3 year olds



Gross Motor

- Feed himself (with some spilling)
- Open doors
- Hold a glass in one hand
- Hold a crayon well
- Wash and dry hands by himself
- Fold paper, if shown how
- Throw a ball overhead
- Try to catch a large ball
- Put on shoes (but not tie laces)
- Dress herself with help
- Use the toilet with some help
- Walk up steps, alternating feet
- Walk on tiptoes if shown how
- Walk in a straight line
- Kick a ball forward
- Jump with both feet
- Pedal a tricycle



Sensory and Thinking Skills

- Recognize sounds in the environment
- Pay attention for about 3 minutes
- Remember what happened yesterday
- Know what is food and what is not food
- Know some numbers (but not always in the right order)
- Know where things usually belong
- Understand what "1" is
- Understand "now," "soon," and "later"
- Substitute one object for another in pretend play (as in pretending a block is a "car")



- Laugh at silly ideas (like "milking" a dog)
- Look through a book alone
- Match circles and squares
- Match an object to a picture of that object
- Match objects that have same function (as in putting a cup and plate together)
- Count 2 to 3 objects
- Avoid some dangers, like a hot stove or a moving car
- Follow simple one-step commands

Language and Social Skills

- Use 3-5 word sentences
- Ask short questions
- Use plurals ("dogs," "cars," "hats")
- Name at least 10 familiar objects
- Repeat simple rhymes
- Name at least one color correctly
- Imitate housework or help with simple tasks
- Ask to use the toilet almost every time
- Enjoy being read to
- Talk about feelings and mental states (e.g., remembering)





- Demonstrate some shame when caught in a wrongdoing
- Try to make others laugh
- Play spontaneously with two or three children in a group
- Assign roles in pretend social play ("You be mommy;" "I be daddy")
- Know her first and last name
- Understand "I," "you," "he," and "she"
- Believe everything centers around him ("if I hide my eyes, no one will see me")
answer whether she is a boy or girl



4 year olds



Gross Motor

- Hops and stands on one foot up to five seconds
- Goes upstairs and downstairs without support
- Kicks ball forward
- Throws ball overhand
- Catches bounced ball most of the time
- Moves forward and backward with agility




Fine Motor

- Copies square shapes
- Draws a person with two to four body parts
- Uses scissors
- Draws circles and squares
- Begins to copy some capital letters




Language

- Understands the concepts of “same” and “different”
- Has mastered some basic rules of grammar
- Speaks in sentences of five to six words
- Speaks clearly enough for strangers to understand
- Tells stories



Cognitive

- Correctly names some colors
- Understands the concept of counting and may know a few numbers
- Approaches problems from a single point of view
- Begins to have a clearer sense of time
- Follows three-part commands
- Recalls parts of a story
- Understands the concept of same/different
- Engages in fantasy play



Social Emotional

- Interested in new experiences
- Cooperates with other children
- Plays “Mom” or “Dad”
- Increasingly inventive in fantasy play
- Dresses and undresses
- Negotiates solutions to conflicts
- More independent
- Imagines that many unfamiliar images may be “monsters”
- Views self as a whole person involving body, mind, and feelings
- Often cannot distinguish between fantasy and reality





Red Flags

- Cannot throw a ball overhand
- Cannot jump in place
- Cannot ride a tricycle
- Cannot grasp a crayon between thumb and fingers
- Has difficulty scribbling
- Cannot stack four blocks
- Still clings or cries whenever his parents leave him
- Shows no interest in interactive games
- Ignores other children

- Doesn't respond to people outside the family
- Doesn't engage in fantasy play
- Resists dressing, sleeping, using the toilet
- Lashes out without any self-control when angry or upset
- Cannot copy a circle
- Doesn't use sentences of more than three words
- Doesn't use "me" and "you" appropriately

5 year olds



Gross Motor

- Stands on one foot for ten seconds or longer
- Hops, somersaults
- Swings, climbs
- May be able to skip



Fine Motor

- Copies triangle and other geometric patterns
- Draws person with body
- Prints some letters
- Dresses and undresses without assistance
- Uses fork, spoon, and (sometimes) a table knife
- Usually cares for own toilet needs



Language

- Recalls part of a story
- Speaks sentences of more than five words
- Uses future tense
- Tells longer stories
- Says name and address



Cognitive

- Can count ten or more objects
- Correctly names at least four colors
- Better understands the concept of time
- Knows about things used every day in the home (money, food, appliances)



Social Emotional

- Wants to please friends
- Wants to be like her friends
- More likely to agree to rules
- Likes to sing, dance, and act
- Shows more independence and may even visit a next-door neighbor by herself
- Aware of sexuality
- Able to distinguish fantasy from reality
- Sometimes demanding, sometimes eagerly cooperative



Red Flags

- Exhibits extremely fearful or timid behavior
- Exhibits extremely aggressive behavior
- Is unable to separate from parents without major protest
- Is easily distracted and unable to concentrate on any single activity for more than five minutes
- Shows little interest in playing with other children
- Refuses to respond to people in general, or responds only superficially
- Rarely uses fantasy or imitation in play
- Seems unhappy or sad much of the time
- Doesn't engage in a variety of activities
- Avoids or seems aloof with other children and adults

- Doesn't express a wide range of emotions
- Has trouble eating, sleeping, or using the toilet
- Can't differentiate between fantasy and reality
- Seems unusually passive
- Cannot understand two-part commands using prepositions ("Put the cup on the table"; "Get the ball under the couch.")
- Can't correctly give her first and last name
- Doesn't use plurals or past tense properly when speaking
- Doesn't talk about her daily activities and experiences
- Cannot build a tower of six to eight blocks
- Seems uncomfortable holding a crayon
- Has trouble taking off her clothing
- Cannot brush her teeth efficiently
- Cannot wash and dry her hands

IF THERE IS A DELAY OR YOU SEE RED
FLAGS



UNREGISTERED

- Referral Process in your area
 - Early Intervention
 - Special Education
 - Medical
- Outside Agencies

Speech and Language Milestones with Checklist

- English
<http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp>
- Spanish
http://www.nidcd.nih.gov/health/spanish/speechandlanguage_span.asp

Link to Developmental Milestones in Spanish

- http://www.nacersano.org/centro/9256_10057.asp
- This one is very simple things that parents can do to assist with language development
- <http://www.svmh.com/health/content.aspx?chunkid=122131>

- <http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf> to download infant/toddler foundations


<http://www.cde.ca.gov/sp/cd/re/documents/preschoolff.pdf> to download foundations

- October 28, 2011
Creating the Bridge to Empower Parents
- November 30, 2011
Setting the Foundations for Communication Opportunities
- January 31, 2012
Shaping Positive Behaviors
- February 29, 2012
Building Blocks of Purposeful Play
- April 30, 2012
Planting the Seeds of Early Literacy: Beyond Books